TENNESSEE DEPARTMENT OF EDUCATION

District Accountability

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Summer 2013

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Q1: What is the background on Tennessee's accountability model?
Signed into law in 2001, No Child Left Behind (NCLB) mandated that the state, district, and schools make Adequately Yearly Progress (AYP) towards the goal of 100 percent of students being proficient in math and reading by 2014. The federal government gave states the opportunity to waive out of the AYP provisions in NCLB in 2012. Tennessee submitted its flexibility waiver in 2012. Principle 2 of the waiver outlines the state's accountability model. Tennessee first implemented its new accountability model in the 2012-13 school year.

Q2: Tennessee's ESEA Flexibility Waiver was approved in 2012 and first used for accountability in the summer of 2012. What changes have been made since 2012?
Since 2012, we have made the following changes to the state's ESEA waiver:

1.) The state outlined a methodology for setting Annual Measurable Objectives (AMOs). For more information, see questions Q7 through Q9 for the methodology.
2.) The state added assessments in English III and Algebra II. Baselines were set in 2012, and districts will be held accountable for performance in those subjects beginning in 2013.
3.) The state uses a weighted gap methodology that combines Algebra I and Algebra II, English II and English III. That methodology is outlined in questions Q13 and Q14.
4.) In the subgroup improvement test, the state had to include Algebra II and English III. The new subgroup improvement test is outlined in question Q30.
5.) Districts that hit a majority of their Achievement AMOs but do not improve in half of the measures or do not improve in 3-8 Math, 3-8 Reading, and a majority of the high school measures, cannot be given Exemplary status.
6.) The state added a safe harbor for gap closure which is outlined in question Q29.
7.) The state added a safe harbor for graduation rate at 95% which is outlined in question Q26.
8.) Schools identified as priority schools may be identified as reward schools.
9.) The state began testing SAT-10 for K-2. Districts were given the option to assess using SAT-10. Districts that chose to test SAT-10 have a 3rd Grade Value Added composite, and the 3rd Grade Value Added composite will be used in making district accountability determinations.

Q3: What is the difference between district accountability and school accountability?
As outlined in Tennessee's ESEA Flexibility Waiver, Tennessee has two models for district and school accountability. The district accountability model uses Annual Measurable Objectives (AMOs); for more information, refer to questions Q7 through Q14. The school accountability model is based on a school's success rate.

In addition, district and school determinations are different. District determinations are exemplary, intermediate, in need of subgroup improvement, and in need of improvement; for more information, refer to questions Q21 through Q32. School determinations are reward, priority, and focus; for more information, refer to questions Q48 through Q56.

Q4: There are two parts of Tennessee's district Accountability model as outlined in its ESEA Flexibility waiver – achievement and gap closure. What is the difference?
The achievement side of the district accountability model is based on the achievement of all students through Annual Measurable Objectives (AMOs) as explained in questions Q7 and Q8. The gap closure

side of the district accountability model compares a historically underperforming subgroup with a comparison group to measure the achievement gap between the two groups. The gap closure side is based on Annual Measurable Objectives (AMOs) as explained in question, Q9.

Q5: What tests are used for district accountability?
TCAP Achievement is administered to students in grades 3-8 in Math, Reading/Language, Science, and Social Studies. For district determinations, only 3-8 Math and 3-8 Reading/Language are used.

End-of-Course (EOC) consists of tests in Algebra I, Algebra II, English II, and English III.

Modified Academic Achievement Standards (MAAS) is an alternative statewide assessment for students with disabilities. MAAS students in grades 3-8 with Math and Reading/Language subjects are included in accountability calculations.

The English Linguistically Simplified Assessment (ELSA) is a modified accommodated version of the TCAP. It is administered to English Language Learners (ELL). ELSA students in grades 3-12 with Math/Language subjects are included in accountability calculations.

TCAP-Alt Portfolio Assessment is designed for students with significant cognitive disabilities and is based on alternate content standards. Portfolio students in grades 3-12 with Math and Reading/Language subjects are included in accountability calculations. All Portfolio students are considered Special Education.

Q6: What subjects or measures are used for district accountability?
The accountability calculations use the following subjects or measures and grade levels: 3rd Grade Math, 3rd Grade Reading/Language Arts , 7th Grade Math, 7th Grade Reading/Language Arts, 3rd-8th Grade Math, 3rd-8th Grade Reading/Language Arts, Algebra I, Algebra II, English II, and English III. Graduation Rate is also used.

Q7: What are Annual Measurable Objectives (AMOs)?
Annual Measurable Objectives (AMOs) are quantifiable goals based on student achievement on state assessments and achievement gaps among historically disadvantaged groups. AMOs are set at the state, district, and school levels. For the state and districts, accountability status is determined by the number of goals the state or district meets. Performance against those AMOs is publicly reported on the state's report card.

Q8: How are Achievement AMOs Calculated?
Achievement AMOs are set for the following subjects/grade levels: 3rd Math, 3rd Reading, 7th Math, 7th Reading, 3rd -8th Math, 3rd -8th Reading, Algebra I, Algebra II, English II, English III, and Graduation Rate. AMOs are set so that the number of students scoring basic or below basic is reduced in half over eight years.

Achievement AMOs are set using the following formula:
Growth Goal = (100-%Proficient/Advanced in Previous Year) ÷ 16 **Achievement Target for Current Year** = %Proficient/Advanced Previous Year + Growth Goal

For example, District X had 70 percent proficient or advanced in Algebra I in 2012. We would calculate District X's Achievement AMO as follows:

Growth Goal = (100-70) ÷ 16 = 1.875 =1.9

District X would be expected to improve the percentage of students scoring proficient and advanced in Algebra I by 1.9%.

Achievement Target 2012 = 70 + 1.9 = 71.9

District X's achievement target in Algebra I would be 71.9% for 2013.

Q9: How are Gap Closure AMOs Calculated?

Gap Closure AMOs are set for the following subjects/grade levels or measures: 3rd -8th Math, 3rd -8th Reading, combined Algebra I/Algebra II, and combined English II/English III. Gap Closure AMOs are set for each of the following subgroups and comparison groups: Economically Disadvantaged vs. Non-Economically Disadvantaged, English Language Learners vs. Non-English Language Learners, Students with Disabilities vs. Non-Students with Disabilities, Black/Hispanic/Native American vs. All Students. Gap Closure AMOs are calculated so that the gap between the subgroup and the comparison group is reduced in half over eight years. Gap Closure AMOs are set using the following formula:

Gap Closure AMOs are set using the following formula:
Gap Closure Goal = Gap in Previous Year ÷ 16 **Gap Closure Target for Current Year** = Gap in Previous Year - Gap Closure Goal.

For example, District X had a gap between Economically Disadvantaged Students (ED) and Non-Economically Disadvantaged Students of 20 percent in 2012. We would calculate District X's Gap Closure AMO as follows:

Gap Closure Goal = 20 ÷ 16 = 1.25 = 1.3

Gap Closure Target = 20-1.3 =18.7

District X's Gap Closure Target for Economically Disadvantaged Students for 2013 would be 18.7%.

Q10: What is a negative gap and are districts held accountable for negative gaps?

A negative gap occurs when the subgroup outperforms its comparison group. For example, if Economically Disadvantaged students outperform Non-Economically Disadvantaged students, then a negative gap occurs. Annual Measurable Objectives (AMOs) are not set for negative gaps, thus the accountability model does not hold districts accountable for negative gaps.

Q11: What are the accountability subgroups?

Students are grouped into subgroups. As outlined in Tennessee's ESEA Flexibility waiver, students are divided into applicable subgroups for the following race/ethnicities: White, Hispanic, Black, Native American/Alaskan Native, Asian, Hawaiian/Pacific Islander.

If applicable, students are assigned to the following Gap subgroups: English Language Learners (ELL), Non-ELL, Economically Disadvantaged (ED), Non- Economically Disadvantaged, Students with Disabilities (SWD), or Non-Students with Disabilities, Black + Hispanic + Native American (BHN).

Q12: What subgroups and comparison groups are used for Gap Closure AMOs?

For Gap Closure AMOs, the following subgroups and comparison groups are used:

English Language Learners vs. Non-English Language Learners
Students with Disabilities vs. Non-Students with Disabilities
Black/Hispanic/Native American vs. All Students
Economically Disadvantaged (ED) vs. Non-Economically Disadvantaged

Q13: Why does the accountability model use a combined gap for Algebra I/Algebra II and English II/English III?

In 2012, Tennessee added End-of-Course Assessments in Algebra II and English III. Districts set AMOs for those subjects in the Winter of 2013, and will be held accountable for performance in those subjects during 2013 Accountability determinations. As a result, a method for calculating gap closure AMOs had to be developed for Algebra II and English III.

In order to create balance between 3-8 subjects and high school subjects, the accountability model uses a combined gap closure target for Algebra I + Algebra II and English II + English III.

Q14: How is the combined gap for Algebra I and Algebra II and English II and English III calculated?

Calculating Combined Gap Closure AMOs
Step 1: Determine achievement gaps between the subgroup and comparison groups for each subject. **Step 2**: Take the weighted average by number of students tested in the subgroup of each of the gaps in each subject using the following formula **Combined Gap** = $\frac{\text{(\# of subgroup students tested x Subject 1 Gap) + (\# of subgroup students tested x Subject 2 Gap)}}{\text{(\# of subgroup students tested in Subject 1 + \# of subgroup students tested in subject 2).}}$ **Step 3:** Apply the gap closure AMO Methodology

For example, District X had 150 students as Economically Disadvantaged test in Algebra I and 125 students as Economically Disadvantaged in Algebra II. The Algebra I gap between ED and Non-ED students is 15%, and the Algebra II gap between ED and Non-ED students is 12%. Using the formula above:

Weighted Algebra I/Algebra II Gap = (150 x 15) + (125 x 12) ÷ 275

Weighted Algebra I/Algebra II Gap = 13.6

Finally, determine the gap target and the gap goal using the weighted gap using the methodology outlined in question Q8.

Q15: How is the graduation rate calculated?

Consistent with Federal Guidelines, Tennessee uses a 4 year adjusted cohort graduation rate. Students are placed in a cohort based on the year the student entered 9th Grade. Graduates must receive a regular on-time diploma. On-time is defined as receiving a diploma in four years and the subsequent summer. The cohort may be adjusted if a student transfers out of a cohort; however, districts must submit documentation that supports removal from the cohort. Graduation Rate is calculated using the following formula:

Graduation Rate= # of students receiving a regular, on-time diploma ÷ # of students in cohort

Q16: **How is the graduation rate used in the accountability model?**

Graduation Rate is used as a measure on the Achievement side of the accountability model. Each year, districts must reduce the number of students not graduating in half over eight years.

Q17: What year's graduation rate is used in the accountability model?

In short, the graduation rate has a one-year lag. For example, the 2012 graduation rate is used to determine if a district met its Annual Measurable Objective (AMO) for 2013 Accountability. The 2012 graduation rate is the graduation rate associated with the Class of 2012. The 2012 Graduation rate is compared with an AMO target set using the 2011 Graduation Rate, and must be equal to or higher than the AMO target.

Q18: What are valid tests?

The number of valid tests is the N count or number of students with a test that receives a criterion reference score (below basic, basic, proficient, advanced).

Q19: **How many valid tests must a district have to be held accountable for a measure?**

In order to be held accountable for an achievement AMO, a district must have at least 30 valid tests in both the year AMOs were set and the current year. In order to be held accountable for a Gap Closure Annual Measurable Objective (AMO), the subgroup and comparison group must both have 30 valid tests in the year the AMO was set and the current year.

Q20: How is participation rate calculated?

Participation rates are calculated by taking the number of students tested divided by the number of students enrolled. For each measure, participation rate is calculated at the school, district, and state levels for the ALL group and each subgroup and subject. It is rounded to the nearest whole percentage. Districts and schools must meet a 95 percent participation rate, and may do so by using their one, two, or three year average though they are only required to meet the one-year participation rate.

Q21: What is the procedure used for achievement status?

Districts must meet the majority of the targets for which they are eligible. In order for a subject to be eligible, there must be 30 or more valid tests in the following measures of the following groups: 3rd

Math, 3rd Reading, 7th Math, 7th Reading, 3rd -8th Math, 3rd -8th Reading/Language, Algebra I, Algebra II, English II, English III. Graduation Rate is also used for achievement.

Districts are evaluated on whether they pass a series of tests for each measure or subject. The tests used for achievement determinations are described in the table below. The table below describes each test used for each subject or measure. Refer to the diagrams in Appendix I and 2 for a step by step sequence of the logic used to arrive at achievement status

Test	Question
Participation Rate Test Eligibility	Did the district/school have 30 or more students with valid tests in the current year in the ALL subgroup?
Participation Rate Test	Did the district/school have a 95% Participation Rate for the ALL subgroup?
Achievement AMO Target Test Eligibility	Did the district/school have 30 or more valid tests in the time of setting a target and have 30 or more valid tests in the current school year?
Achievement AMO Target Test	Did the district/school meet the AMO target without any safe harbors?
Confidence Interval Safe Harbor	Did the district/school make the AMO when the upper bound of the 95% confidence interval is applied?
TVAAS Safe Harbor	Did the district/school 1) receive an index value of 1 or higher (represented by dark green on TVAAS) for the current year if it is an elementary or middle school measure or 2) receive an index of 2 or higher (represented by dark green in TVAAS) in the current year if it is a high school measure?
Reduction in Percent Below Proficient Safe Harbor	Did the district/school reduce the number of students scoring basic/below basic by 10 percent over 1 year, or 19 percent over 2 years, or by 27 percent over 3 years?
Graduation Rate Safe Harbor	Did the district/school have a graduation rate that is greater than or equal to 95%?
Improvement Test (Total)	Did the district/school improve in half or more of the eligible measures?
Improvement Test (Aggregate)	Did the district/school improve in 3-8 Math, 3-8 RLA, and half or more of the high school subjects (Algebra I, Algebra II, English II, English III, and Graduation Rate)?

Q22: What is a safe harbor?
Safe harbors are a set of tests that may allow districts to make an AMO through a path other than straight student achievement. Safe harbors are designed to protect districts that are making improvements yet did not meet their AMO.

Q23: What is the Confidence Interval Safe Harbor?
The accountability model uses a Confidence Interval Safe Harbor for Achievement AMOs excluding graduation rate. Confidence intervals are used to make statistical inferences on data. By using the 95 percent confidence interval, we can be sure that a district's percentage of students that are Proficient or Advanced is between a lower range and upper range. If the upper range of the 95 percent confidence interval is equal to or greater than the Annual Measurable Objective (AMO), the district met its AMO.

Q24: How is the TVAAS Safe Harbor applied?
The TVAAS Safe Harbor is used for Achievement Annual Measurable Objectives (AMOs) with the exception of Graduation Rate. To pass the TVAAS Safe Harbor, a measure must either 1) receive an index value of 1 or higher (represented by a dark green in TVAAS) for the current year if it is an elementary or middle school measure- excluding 3rd Grade Reading and Math or 2) receive an index of 2 or higher (represented by a dark green in TVAAS) in the current year if it is a high school subject.

In 2013, the state will use TVAAS for 3rd Grade Value Added in Reading and Math. For the TVAAS Safe Harbor for 3rd Grade Reading and Math, the index value must be 2 or higher (represented by a dark

green in TVAAS). Because 3rd Grade TVAAS uses SAT-10 to estimate value added, it is not included in 3-8 reading and 3-8 Math TVAAS Safe Harbor. Since Grades 4-8 take the TCAP, the 3-8 Reading and 3-8 Math TVAAS safe harbors use grades 4-8 data and do not include 3rd grade.

Q25: How are the 1 Year, 2 Year, and 3 Year Reductions in the number of students scoring below basic/basic applied?

Districts may obtain a safe harbor if the number of students scoring below basic/basic by 10 percent in 1 year, 19 percent over 2 years, or 27 percent over 3 years. For example, suppose a district did not meet their AMO target in 3rd grade Math; however, the district reduced the percent of students scoring below basic/basic by 11 percent in one year. By doing so, the district would have been considered as meeting that measure.

Q26: How is the Graduation Rate Safe Harbor applied?

Districts that meet 95 percent graduation rate are considered meeting their AMOs regardless of whether they meet their calculated AMO. For example, suppose District X has a graduation rate of 96.1%, and their AMO target for 2013 would need to be 96.3%. If the district had a graduation rate of 96.2%, the district would not have made their AMO target but would have met the safe harbor threshold; therefore, the district would have been considered as meeting that measure.

Q27: How is the achievement improvement test applied?

There are two improvement tests applied, and districts must pass both.

Improvement Test (Total): In this test, the district/school must improve in at least half of the total number of eligible measures - 3rd Reading, 3rd Math, 7th Reading, 7th Math, 3rd -8th Reading, 3rd -8th Math, Algebra I, Algebra II, English II, English III, and Graduation Rate.

Improvement Test (Aggregate): In this test, the district/school must improve in the aggregate measures - 3rd -8th Math, 3rd -8th Reading, and half of the high school subjects (Algebra I, Algebra II, English II, English III, and Graduation Rate)

Q28: What is the procedure used for gap closure status?

For the gap closure side of the accountability model, districts are held accountable for closing gaps where there are 30 valid tests in both the subgroup and its comparison group for the prior and current years. You may find the list of subgroups and comparison groups in question Q12. The measures used for gap closure are: 3rd -8th Math, 3rd -8th Reading/Language, Algebra I/II (combined), and English II/III (combined). To determine how gap closure AMOs are set, please refer to question Q9. In addition, districts are evaluated on whether any subgroups made significant academic declines.

Districts are evaluated on whether they pass a series of tests. The tests for gap closure and subgroups are described in the table below. Refer to diagrams in Appendix III and IV for the logic used to arrive at gap closure status.

Test	Question
Gap Closure Eligibility	Did the district have at least 30 valid tests in both the subgroup and the comparison group for the current year and the prior year?
AMO Gap Test	Did the district/school meet the Gap Closure AMO?
Gap Closure Safe Harbor	Did the subgroup meet or exceed their subgroup target for that subject AND the gap stay the

	same or decrease?

Variable Name	Question
Subgroup Eligibility	Did the district/school have 30 valid test scores at the subject/subgroup level in the current year?
1 Year Participation Rate Test	Did the district/school meet the participation rate for the subject/subgroup for the current year?
2 Year Participation Rate Test	Did the district/school meet the participation rate for the subject/subgroup over two years?
3 Year Participation Rate Test	Did the district/school meet the participation rate for the subject/subgroup over three years?
Subgroup Improvement Test	Did the district/school improve the percent of students scoring Proficient or Advanced in the subject/subgroup when compared to the prior year?

Note: To pass participation rate, the district may pass the 1 or 2 or 3 year participation rate, but only needs to pass the 1 year participation rate.

Q29: How is the Gap Closure Safe Harbor Applied?

In order to meet the gap closure safe harbor districts must: 1.) hit the subgroup AMO by reducing the number of students scoring basic or below basic in the subgroup in half over eight years, **and** 2.) not widen the gap between the subgroup and its comparison group. For example, suppose that District X has the following data for 3-8 Math.

District X Data 3-8 Math	
2012 **Economically Disadvantaged: 30.2 % P/A** **Non-Economically Disadvantaged: 45.4% P/A** **ED vs. Non-ED Gap: 15.2**	**2013** **AMO Gap Target: 14.3%** **Economically Disadvantaged: 34.7%** **Non-Economically Disadvantaged Students: 49.4%** **ED vs. Non-ED Gap: 14.7**

In this example, District X made progress in both for the Economically Disadvantaged subgroup and its comparison subgroup Non-Economically Disadvantaged); however, the gap did not widen. The ED subgroup made the necessary improvement, and the gap did not widen; therefore, District X will have met the safe harbor and will not be penalized for missing the measure.

Q30: **How is the subgroup improvement test applied?**
For the following subgroups – White, Hispanic, Black, Native American/Alaskan Native, Asian, Hawaiian/Pacific Islander, Students with Disabilities, Economically Disadvantaged, English Language Learners – with 30 or more valid tests in the prior and current year, a test is run for whether they improved from the previous year percent Proficient/Advanced in the following measures - 3^{rd} -8^{th} Math, 3^{rd} -8^{th} Reading/Language, Both Algebra I and Algebra II (as individual subjects), and both English II and English III (as individual subjects).

In order to pass the subgroup improvement test, the district must improve in at least half of the available four measures (3-8 Math, 3-8 RLA, Algebra I/II, and English II/III).

To improve in Algebra I/II, the district/school must improve in both the individual subjects of Algebra I and Algebra II. The same applies for English II/III.

Q31: What are the possible accountability determinations that a district can receive?

Districts can obtain one of four accountability determinations: Exemplary, Intermediate, In Need of Subgroup Improvement, and In Need of Improvement. Accountability determinations are made public in late July and are posted on the Tennessee Department of Education website and on district report cards.

Q32: How do you arrive at a district's final accountability determination?

A district's final accountability determination combines both the achievement status and the gap closure statuses. Districts are evaluated on whether they pass a series of tests. Appendix V shows how we combine achievement and gap closure status to determine the district's final accountability determination.

Test	Question
Achievement Participation Rate Test	Did the district pass the participation test for achievement?
Achievement AMO Test	Did the district meet the majority of eligible achievement AMOs after all safe harbors have been applied?
Achievement Improvement Test	Did the district improve in at least half of the eligible subjects?
Achievement Aggregate Improvement Test	Did the district improve in all aggregate measures (3-8 Math, 3-8 RLA, or at least half of the high school measures).
Subgroup Participation Test	Did the district have a 95% participation rate (1,2, or 3 years) for every subject/subgroup combination.
Subgroup Improvement Test	Did the district improve in at least half of the eligible measures (3-8 math, 3-8 RLA, Algebra I/II, and English II/III)?
Gap Target Test	Did the district meet the majority of eligible gap targets outright or with the gap safe harbor applied?

Q33: What students are excluded from accountability?

In general, students are excluded from accountability data in the following cases:

1. Private or Parochial Testing Records (District Number> 1000)
2. Homeschooled Student
3. Medically Exempt
4. Adult High School students
5. Career & Technical Schools
6. Homebound students are excluded from school level data, not district and state level data.
7. Grade 13
8. Test Voided
9. Test is flagged ineligible
10. Portfolio with a testing flag of not required to test.

Q34: What is the Every-Test Taker Policy?

Tennessee uses an every-test taker policy which states that a student is included in the accountability results of the school, district, and state regardless of when the student entered the school, district, or state.

Q35: If a student in Grades 3-8 takes an End-of-Course Test, how is it counted for accountability?
For accountability purposes, the student's proficiency level on the EOC assessment counts in the grade that the student is enrolled. For example, if a student in 8th Grade takes Algebra I and scores Proficient, the student's Algebra I score will be included in 8th Grade Math for the school and district. It does not matter that the student took the course at a high school or with a high school teacher.

Q36: If a student takes TCAP and EOC, which testing record counts?
The End-of-Course (EOC) Assessment will count and the TCAP test will be dropped. For example, if a student in 8th Grade takes Algebra I EOC and 8th Grade Math TCAP, the Algebra I score will count and the 8th Grade score will be dropped.

Q37: If a student is in grades 9-12 and takes a TCAP-Alt Portfolio Assessment, how do they count for proficiency levels in accountability data?
Portfolio students in grades 3-12 with Math and Reading/Language subjects are included in accountability calculations. If a student is in Grade 9 or above and takes Portfolio Math, then the score is included as Algebra I. If a student is in Grade 9 or above and takes Portfolio Reading/Language, then the score is included in English II. The score is also subject to reassignment. Refer to question Q41 on Portfolio reassignment for more details.

Q38: Are summer school students included in accountability data?
Yes. Accountability determinations for districts and schools are made in the summer. The previous year's summer testing data is included in the current year's accountability data. For example, for accountability determinations made in 2013 for the 2012-13 school-year, students that test in the summer of 2012, will be included in the 2012-13 accountability data.

Q39: How do T1 and T2 affect the English Language Learner Subgroup?
Year 1 Transition Students (T1) and Year 2 Transition Students (T2) are former English Language Learners (ELL) students that are in their first or second year out of the program. T1 and T2 students are included in the English Language Learner subgroup if the ELL subgroup without T1 and T2 is greater than or equal to 30 valid tests.

Q40: May students enrolled in Advanced Placement (AP), Dual Credit, or International Baccalaureate (IB) test on End-of-Course?
No. Consistent with Tennessee State Board of Education's High School Policy, 2.103, only students who are enrolled in a course with an associated end-of-course examination on shall take the end-of-course examination. You may find that policy at:
http://www.tn.gov/sbe/Policies/2.103_2009_High_School_Policy_2-1-13_update.pdf

Q41: **What is the 1% Cap for Portfolio and how is it applied?**
Consistent with Federal Regulations, the state may not exceed a 1 percent cap for students scoring proficient or advanced on the Portfolio assessment. If the state exceeds the one percent cap, the scores on portfolio assessment must be reassigned from proficient or advanced to basic until the state is at the 1% cap.

The one percent cap is calculated as follows:

Number of Students Scoring Proficient/Advanced on Portfolio ÷ All Valid Tests

If the state exceeds the 1% Cap, the reassignment process begins using the following steps:

1.) Determine the number of Portfolio records that should be reassigned from each system by ranking the systems with the greatest percentage of students taking portfolio and scoring proficient/advanced.
2.) Select a student from the district with the highest percentage for assignment.
3.) Repeat the process until the state is at the 1% cap.

Q42: What is the 2% Cap for MAAS and how is it applied?
Consistent with Federal Regulations, districts may not exceed the 2% cap of students scoring proficient or advanced on MAAS. If a district exceeds the two percent cap, the scores on MAAS must be reassigned from proficient or advanced to basic until the district is at the 2% cap.

The two percent cap is calculated as follows:

Number of Students Scoring Proficient/Advanced on MAAS ÷ All Valid Tests

If the district exceeds the 2% cap, the reassignment process begins using the following steps;

1.) Determine if the district exceeded a 3% cap on the percentage of students scoring proficient/advanced on MAAS or Portfolio.
2.) If the district exceeded the 3% cap as described in step 1, schools within the district are ranked according to their percentage of students scoring proficient/advanced on MAAS and Portfolio.
3.) Select a student from the school with the highest percentage for reassignment.
4.) Repeat steps 2-3 until the district meets the 3% cap.

After the district reassignment process, a check is run to determine if the district exceeded the 3% cap on the percentage of students scoring proficient/advanced on MAAS or Portfolio. If the state level exceeds the 3% cap, a state-wide collection of MAAS records that have proficient or advanced levels reassigned randomly based on the number of subgroups in which the student can be placed. Additionally, students in multiple demographic subgroups and records in grade 3 and 7 are prioritized last for reassignment.

Q43: If a district exceeded the Portfolio/MAAS cap in 2011-12 are there any additional sanctions?
Yes. If a district exceeds the Portfolio/MAAS cap in 2011-12, and a student who tested P/A on **BOTH** Math and Reading/Language takes MAAS in 2012-13, then that score is automatically reassigned to Basic regardless of whether the district exceeded the Portfolio/MAAS cap in 2012-13.

Q44: How are proficiency percentages calculated?
The percentage of students at a given proficiency level = number of valid tests at that proficiency level/number of valid tests at all proficiency levels.

1. Percent Basic = #Basic ÷ (#Below Basic + # Basic + # Proficient + # Advanced).
2. Percent Proficient = #Proficient ÷ (#Below Basic + # Basic + # Proficient + # Advanced).
3. Percent Advanced = #Advanced ÷ (#Below Basic + # Basic + # Proficient + # Advanced).

4. Percent Below Basic is calculated during the rounding process. See question (insert number)

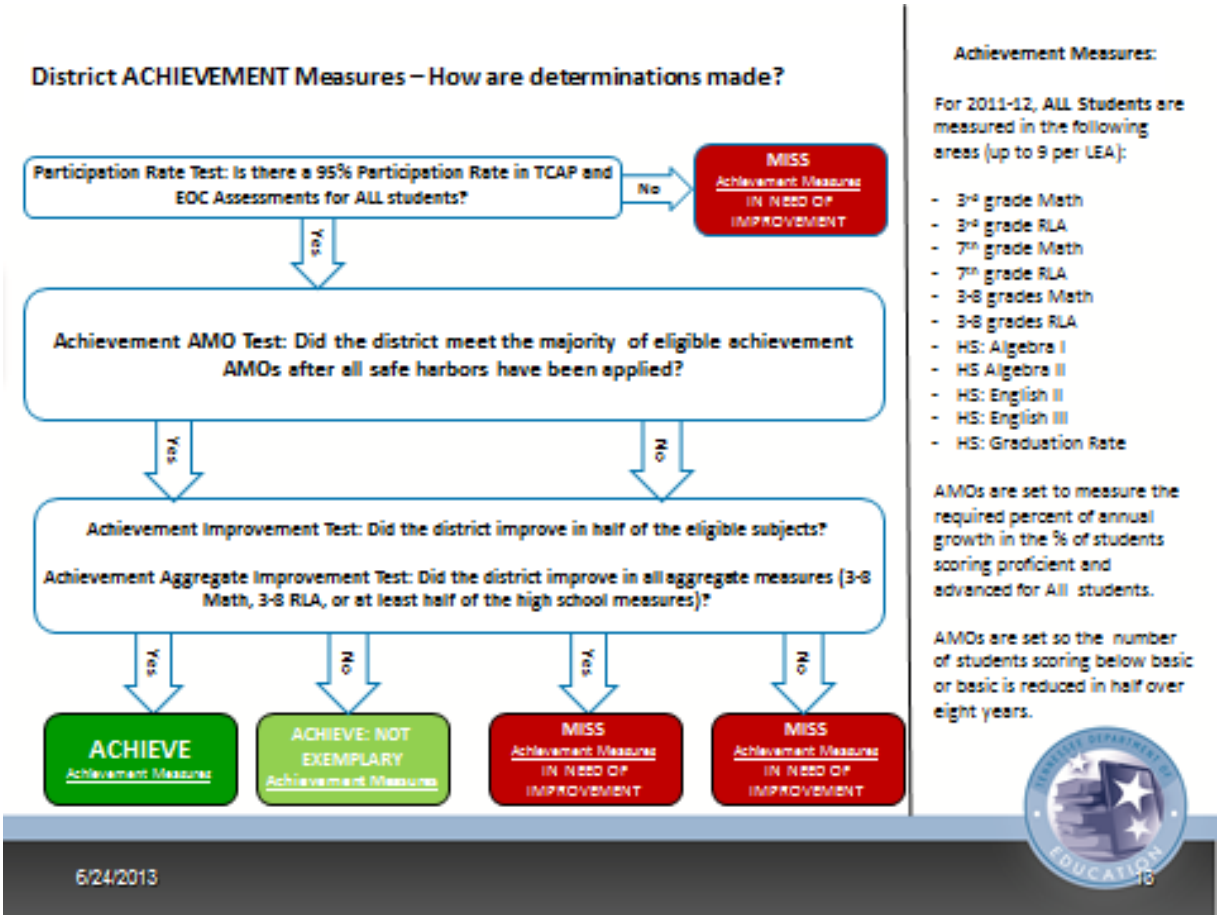
Q45: What are the rounding procedures for calculating proficiency levels?
The values of (Below Basic + Basic) and (Proficient + Advanced) will sum to 100. The steps for calculating each level are described below, and must be done in this order.

- Separately round Advanced, Proficient, and Basic percentages to one decimal place.
- Percent Below Basic = 100 – (Percent Basic + Percent Proficient + Percent Advanced).
- Percent Proficient + Percent Advanced = sum of rounded values.
- Percent Below Basic + Percent Basic = 100 – (Percent Proficient + Percent Advanced).

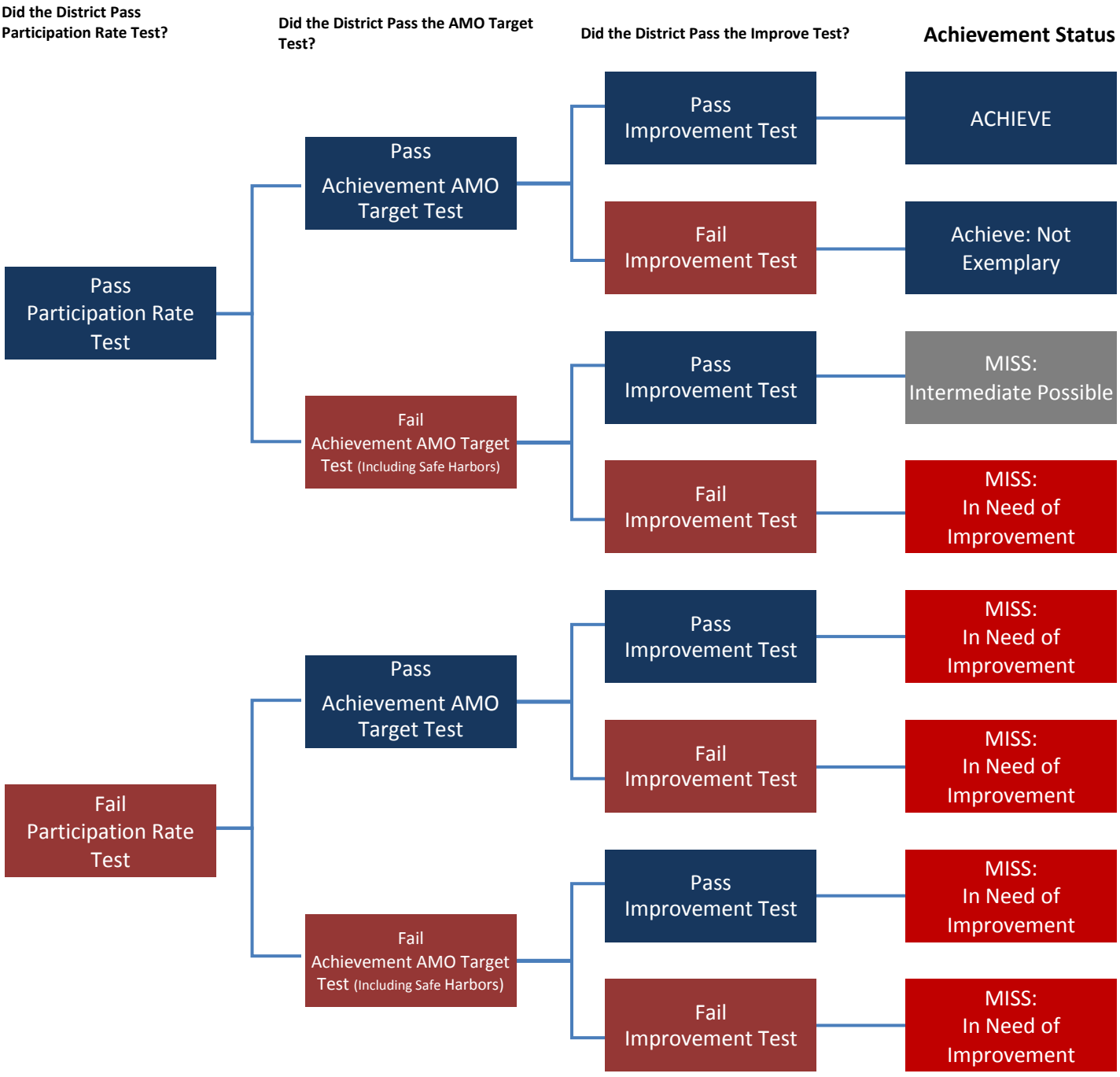
Q46: Can a district/school change a student's demographic data after testing has occurred?
No, once a district completes Student Demographic Data Verification (SDDV) during the testing window, a district/school may not request for demographic data to be changed.

Q47: Should I use my districts/school's quick scores for accountability determinations?
Due to post equating and psychometric reviews on assessment data, quick scores might look different from final accountability results. Districts may aggregate their numbers for their own data analysis; however, these are merely estimates. There is always the potential for changes in scoring. In all cases, we do not keep a record of students for whom scores change. Quick scores are embargoed which means they are not meant for public dissemination.

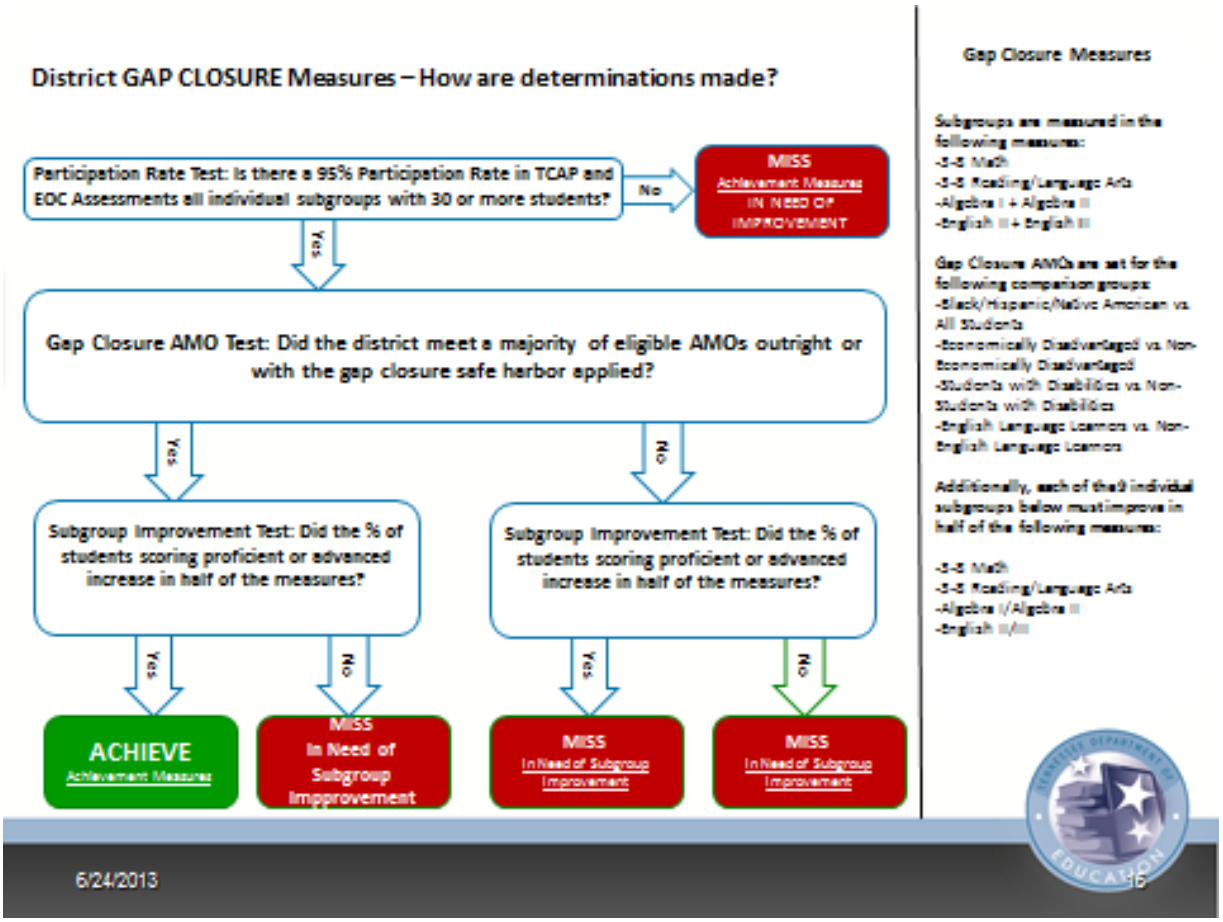
Appendix I: Determining Achievement Status, Diagram A



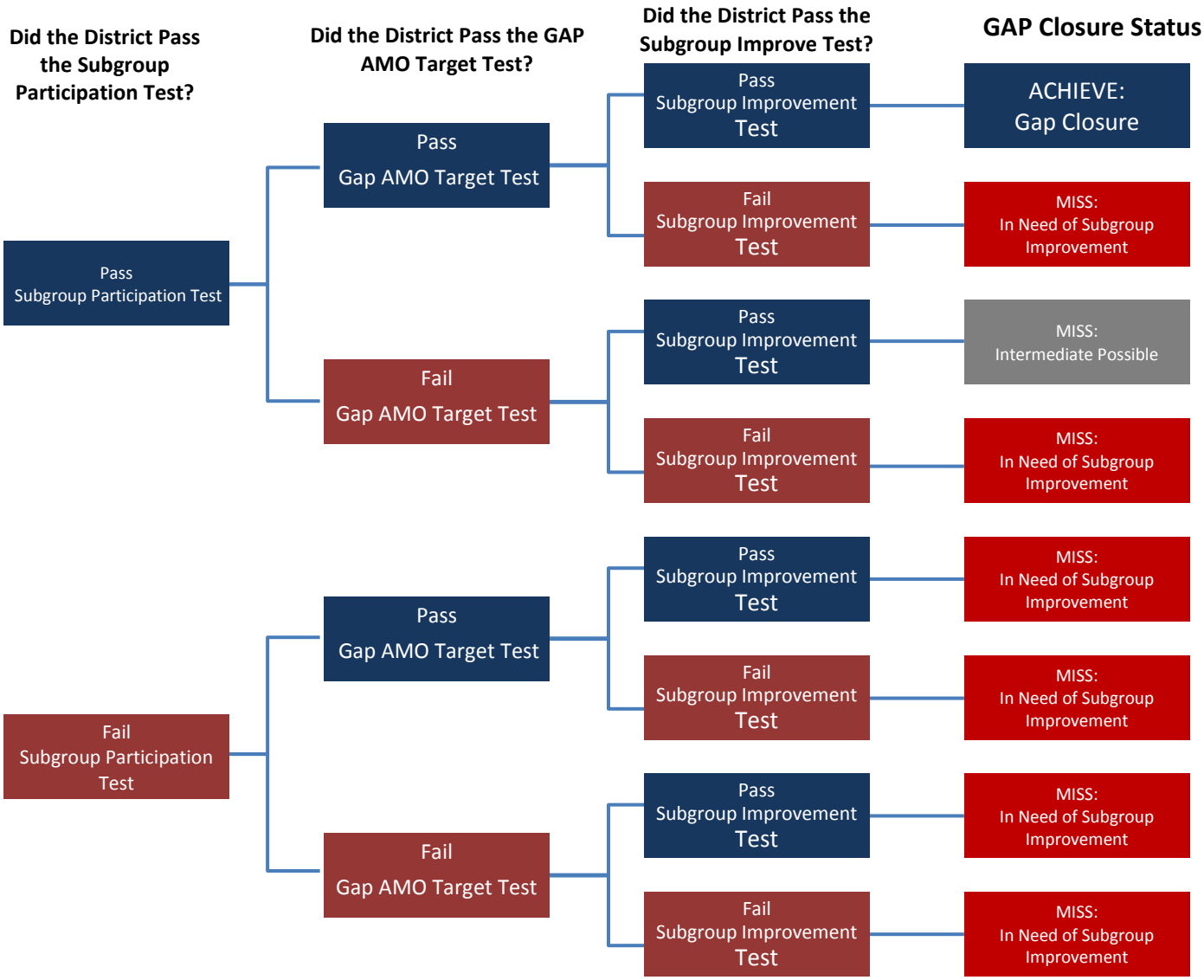
Appendix II: Determining Achievement Status, Diagram B



Appendix III: Determining Gap Closure Status, Diagram A



Appendix IV: Determining Gap Closure Status, Diagram B



Appendix V: Making District Accountability Determinations, Flow Chart